



Appomattox Primary

185 Learning Lane, Appomattox, VA 24522

Appomattox County Public Schools

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Title I - School Wide Program

The Commonwealth of Virginia is committed to providing a quality education for all students. The Virginia School Report Card provides transparent information about the performance of Virginia's schools. School accreditation and federal accountability ratings for a specific school year are based on student achievement on tests taken during the previous academic year.

State Accreditation Results for All Students

This table summarizes the data used in calculating the state accreditation status of the school and is reported for the "all students" group.

State Accreditation Results for All Students

Subject	Accreditation Benchmark	2014 - 2015		2015 - 2016		2016 - 2017		Met Accreditation Benchmark
		1 Year	3 Year	1 Year	3 Year	1 Year	3 Year	
English	75	73	78	85	76	82	80	YES
Mathematics	70	81	73	86	79	83	83	YES
History	70	89	86	94	87	92	91	YES
Science	70	84	85	88	84	92	87	YES

Key: YES = Met benchmark based on current year results

AB = Met benchmark based on Alternative Benchmark

- = No data for group

< = A group below state definition for personally identifiable results

* = Data not yet available

N/A = Not applicable

3YR = Met benchmark based on the 3 year average result

4YR = Met benchmark based on the 4 year average result

NO-A = Did not meet benchmark but is within the narrow margin

NO-I = Did not meet benchmark but satisfies the criteria for improvement

NO-W = Did not meet benchmark or criteria for narrow margin or improvement

NO = Did not meet benchmark

School - Fall Membership

School membership (enrollment) is reported on September 30 of each school year.

School - Fall Membership			
Grade	2013-2014	2014-2015	2015-2016
PK - Pre-kindergarten	79	100	73
KG - Kindergarten	186	160	169
01 - Grade 1	172	181	168
02 - Grade 2	157	175	187
Total Students	594	616	597
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Advanced Program Information

The percentage of students enrolled in advanced programs is a key indicator of school quality at the secondary level.

School - Advanced Program Information			
Program type	2013-2014	Count / Percentage	
		2014-2015	2015-2016
	-	-	-
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			

Percentage of Students Passing and Tested in English Reading and Mathematics

Only student subgroups represented are listed.

Student Subgroup	Type	2013-2014			2014-2015			2015-2016		
		Passed	Tested	Not Tested	Passed	Tested	Not Tested	Passed	Tested	Not Tested
English Performance										
All Students	School	72	100	0	82	100	0	80	100	0
	Division	73	100	0	82	100	0	80	100	0
	State	74	100	0	79	100	0	80	100	0
Female	School	74	100	0	84	100	0	84	100	0
	Division	78	100	0	87	100	0	85	100	0
	State	78	100	0	82	100	0	82	100	0
Male	School	69	100	0	81	100	0	77	100	0
	Division	67	99	1	76	99	1	76	100	0
	State	71	100	0	76	100	0	77	100	0
Asian	School	-	-	-	-	-	-	<	<	<
	Division	<	<	<	<	<	<	<	<	<
	State	87	100	0	90	100	0	91	100	0
Black	School	60	100	0	70	100	0	63	100	0
	Division	60	99	1	74	100	0	69	100	0
	State	59	100	0	65	100	0	66	100	0
Hispanic	School	<	<	<	<	<	<	73	100	0
	Division	82	100	0	100	100	0	68	100	0
	State	65	100	0	71	100	0	71	100	0
White	School	76	100	0	86	100	0	87	100	0
	Division	77	100	0	84	100	0	85	100	0
	State	82	100	0	86	100	0	86	100	0
Two or more races	School	67	100	0	79	100	0	74	100	0
	Division	66	99	1	84	97	3	79	100	0
	State	78	100	0	82	100	0	83	100	0
Students with Disabilities	School	39	100	0	44	100	0	32	100	0
	Division	37	99	1	37	99	1	40	99	1
	State	43	99	1	45	99	1	46	99	1
Economically Disadvantaged	School	64	100	0	78	100	0	70	100	0
	Division	63	99	1	77	100	0	72	100	0
	State	59	100	0	66	100	0	66	100	0
Limited English Proficient	School	<	<	<	-	-	-	<	<	<
	Division	<	<	<	<	<	<	<	<	<
	State	54	100	0	61	100	0	61	100	0
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	62	100	0	75	100	0	69	100	0
	Division	61	99	1	74	100	0	70	100	0
	State	59	100	0	65	100	0	66	100	0
Gap Group 2 - Black Students	School	60	100	0	70	100	0	63	100	0
	Division	60	99	1	74	100	0	69	100	0
	State	59	100	0	65	100	0	66	100	0
Gap Group 3 - Hispanic Students	School	<	<	<	<	<	<	73	100	0
	Division	82	100	0	100	100	0	68	100	0
	State	65	100	0	71	100	0	71	100	0
Mathematics Performance										
All Students	School	77	99	1	83	100	0	81	100	0
	Division	71	99	1	78	100	0	85	100	0
	State	74	99	1	79	99	1	80	99	1
Female	School	78	99	1	87	100	0	81	100	0
	Division	73	99	1	83	100	0	88	100	0
	State	76	100	0	82	100	0	82	100	0
Male	School	76	99	1	80	100	0	81	100	0
	Division	68	99	1	72	100	0	82	100	0
	State	72	99	1	77	99	1	78	99	1
Asian	School	-	-	-	-	-	-	<	<	<
	Division	<	<	<	<	<	<	<	<	<

		2013-2014			2014-2015			2015-2016		
	State	90	100	0	93	100	0	93	100	0
Black	School	69	100	0	77	100	0	70	100	0
	Division	62	99	1	71	100	0	77	100	0
	State	60	99	1	67	99	1	67	99	1
Hispanic	School	<	<	<	<	<	<	69	100	0
	Division	93	100	0	76	100	0	77	100	0
	State	67	99	1	73	99	1	72	99	1
White	School	80	99	1	85	100	0	86	100	0
	Division	74	99	1	80	100	0	88	100	0
	State	80	100	0	85	100	0	86	100	0
Two or more races	School	75	100	0	84	100	0	74	100	0
	Division	65	99	1	77	99	1	85	100	0
	State	77	99	1	82	99	1	82	100	0
Students with Disabilities	School	35	98	2	35	100	0	45	100	0
	Division	32	98	2	34	99	1	43	98	2
	State	43	99	1	48	99	1	49	99	1
Economically Disadvantaged	School	67	99	1	79	100	0	72	100	0
	Division	63	99	1	71	100	0	78	100	0
	State	61	99	1	68	99	1	69	99	1
Limited English Proficient	School	<	<	<	-	-	-	<	<	<
	Division	<	<	<	<	<	<	<	<	<
	State	62	99	1	67	99	1	66	99	1
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	65	99	1	76	100	0	71	100	0
	Division	61	99	1	69	100	0	76	100	0
	State	61	99	1	67	99	1	68	99	1
Gap Group 2 - Black Students	School	69	100	0	77	100	0	70	100	0
	Division	62	99	1	71	100	0	77	100	0
	State	60	99	1	67	99	1	67	99	1
Gap Group 3 - Hispanic Students	School	<	<	<	<	<	<	69	100	0
	Division	93	100	0	76	100	0	77	100	0
	State	67	99	1	73	99	1	72	99	1
Key: < = A group below state definition for personally identifiable results										
- = No data for group										
* = Data not yet available										

Other Academic Indicators

Only student subgroups represented are listed.

Student Subgroup	Type	2013-2014		2014-2015		2015-2016	
		Passed	Tested	Passed	Tested	Passed	Tested
History Performance							
All Students	School	89	100	94	100	91	100
	Division	87	100	87	100	85	100
	State	84	98	86	99	86	98
Female	School	89	99	97	100	90	100
	Division	87	99	86	100	88	100
	State	84	99	86	99	85	99
Male	School	88	100	91	100	93	100
	Division	86	100	87	99	83	100
	State	85	98	87	99	86	98
Black	School	82	100	88	100	84	100
	Division	81	99	79	100	77	100
	State	73	99	76	99	74	99
Hispanic	School	<	100	<	100	<	100
	Division	100	100	93	100	88	100
	State	78	93	79	96	80	94
White	School	90	100	96	100	94	100
	Division	89	100	89	100	88	100
	State	89	99	91	99	91	99
Two or more races	School	94	100	<	100	91	100
	Division	85	100	80	98	82	98
	State	87	99	89	99	89	99
Students with Disabilities	School	60	100	<	100	<	100
	Division	52	100	53	100	44	97
	State	58	98	60	98	60	97
Economically Disadvantaged	School	84	99	92	100	87	100
	Division	82	99	82	100	78	99
	State	73	97	76	98	75	97
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	82	99	92	100	88	100
	Division	81	100	81	100	76	99
	State	73	97	75	98	75	97
Gap Group 2 - Black Students	School	82	100	88	100	84	100
	Division	81	99	79	100	77	100
	State	73	99	76	99	74	99
Gap Group 3 - Hispanic Students	School	<	100	<	100	<	100
	Division	100	100	93	100	88	100
	State	78	93	79	96	80	94
Science Performance							
All Students	School	83	100	88	100	92	100
	Division	83	99	85	100	86	100
	State	80	98	82	99	83	99
Female	School	81	99	89	100	92	100
	Division	82	99	87	100	88	100
	State	80	99	82	99	83	99
Male	School	85	100	88	100	91	100
	Division	84	99	82	99	84	100
	State	80	98	82	99	83	99
Black	School	76	100	77	100	85	100
	Division	70	99	74	100	74	100
	State	64	99	68	99	70	99
Hispanic	School	<	100	<	100	<	100
	Division	83	100	83	100	100	100
	State	70	93	71	99	72	99
White	School	87	100	91	100	95	100
	Division	88	99	88	100	90	100
	State	87	99	89	100	90	100

Student Subgroup	Type	2013-2014		2014-2015		2015-2016	
		Passed	Tested	Passed	Tested	Passed	Tested
Two or more races	School	69	100	<	100	<	100
	Division	75	100	81	98	80	98
	State	83	99	86	99	87	99
Students with Disabilities	School	45	100	67	100	64	100
	Division	41	99	47	98	35	98
	State	51	97	51	99	53	99
Economically Disadvantaged	School	74	99	81	100	83	100
	Division	75	99	76	100	77	100
	State	66	97	69	99	70	99
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	73	99	80	100	84	100
	Division	73	99	75	99	75	100
	State	66	97	68	99	70	99
Gap Group 2 - Black Students	School	76	100	77	100	85	100
	Division	70	99	74	100	74	100
	State	64	99	68	99	70	99
Gap Group 3 - Hispanic Students	School	<	100	<	100	<	100
	Division	83	100	83	100	100	100
	State	70	93	71	99	72	99
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available							

Non-Assessment-Based Other Academic Indicators

NCLB requires schools, school divisions and states to make progress in additional areas, such as science, history, writing, attendance and graduation. **Only student subgroups represented are listed.**

Other Academic Indicators				
Student Subgroup	Type	2013-2014 Percentage	2014-2015 Percentage	2015-2016 Percentage
Attendance Rate				
All Students	School	95	95	96
	Division	95	95	95
	State	96	95	96
Asian	School	<	<	<
	Division	99	99	<
	State	97	97	97
Black	School	96	96	96
	Division	96	96	96
	State	96	95	95
Hispanic	School	<	<	96
	Division	95	96	96
	State	95	95	95
White	School	95	95	95
	Division	95	95	95
	State	96	95	96
Students with Disabilities	School	93	93	95
	Division	94	95	95
	State	94	94	94
Economically Disadvantaged	School	94	94	95
	Division	94	94	95
	State	95	95	94
Limited English Proficient	School	<	<	<
	Division	<	<	<
	State	96	96	96
Gap Group 1 - Students with Disabilities, English Language Learners, Economically Disadvantaged Students (unduplicated)	School	94	94	95
	Division	94	94	95
	State	95	95	95
Notes:				
Attendance Rate: average daily attendance percentage				
Key: < = A group below state definition for personally identifiable results				
- = No data for group				
* = Data not yet available				

Assessment Results at each Proficiency Level by Subgroup

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, history/social science, mathematics, and science. The tables below provide information for the three most recent years on the achievement of students on these tests, including percentages of students who demonstrate proficiency and advanced proficiency. Annual accountability ratings are based on achievement during the previous academic year or combined achievement from the three most recent years. **Only student subgroups represented are listed.**

Assessment Results at each Proficiency Level by Subgroup													
Student Subgroup	Type	2013-2014				2014-2015				2015-2016			
		Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail	Adv	Prof	Pass	Fail
Key: < = A group below state definition for personally identifiable results													
- = No data for group													
* = Data not yet available													

Career and Technical Education

Secondary schools report the number of credentials earned by students for passing occupational competency assessments recognized by the National Occupational Competency Testing Institute (NOCTI), state licensure examinations, industry certification examinations, and workplace readiness skills assessments. Prior to 2010-2011, workplace readiness skills assessments were included in the Industry Certification category, but now are reported separately.

Career and Technical Education				
	Type	2013-2014	Count 2014-2015	2015-2016
NOCTI Assessments	School	*	*	*
	Division	9	9	5
	State	5024	3971	4139
State Licensures	School	*	*	*
	Division	0	15	19
	State	905	1673	1790
Industry Certification	School	*	*	*
	Division	102	120	140
	State	69321	89541	100544
Workplace Readiness	School	*	*	*
	Division	0	0	0
	State	28349	33665	30775
Total Credentials Earned	School	*	*	*
	Division	111	144	164
	State	103599	128850	137248
Students Earning One or More Credentials	School	*	*	*
	Division	104	137	145
	State	86257	104867	109089
CTE Completers	School	*	*	*
	Division	81	74	98
	State	41924	39291	42404
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available				

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal

Definition of Highly Qualified

Virginia recognizes the importance of teacher quality in raising student achievement. This table provides the percentage of core academic classes taught by teachers teaching outside of their area of endorsement.

Percentage of Core Academic Classes Taught by Teachers Not Meeting the Federal Definition of Highly Qualified			
School type	2013-2014	2014-2015	2015-2016
School			
This school	0	0	0
Division			
All Schools	2	2	5
State			
All Schools	1	1	1
High Poverty	2	2	2
Low Poverty	1	1	1
Notes:			
- High poverty means schools in the top quartile of poverty in the state.			
- Low poverty means schools in the bottom quartile of poverty in the state.			
- NCLB defines core academic subjects as: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history and geography.			
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Provisionally Licensed Teachers

This table reports the percentage of teachers teaching with provisional or provisional special education credentials.

Provisionally Licensed Teachers			
Credential type	2013-2014	2014-2015	2015-2016
School			
Provisional	0	0	0
Provisional Special Education	3	5	2
Division			
Provisional	3	4	7
Provisional Special Education	1	2	2
State			
Provisional	5	4	5
Provisional Special Education	1	1	2
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

Teacher Education Attainment

This table reports the percentage of teachers with bachelor's, master's, or doctorate degrees by highest degree earned.

Teacher Education Attainment			
Degree type	2013-2014	2014-2015	2015-2016
School			
Bachelor's Degree	56	55	58
Master's Degree	44	45	42
Doctoral Degree	0	0	0
Division			
Bachelor's Degree	53	54	58
Master's Degree	44	41	39
Doctoral Degree	2	2	0
State			
Bachelor's Degree	39	39	40
Master's Degree	58	58	57
Doctoral Degree	1	1	1
Key: < = A group below state definition for personally identifiable results			
- = No data for group			
* = Data not yet available			

School - School Safety

Virginia's accreditation standards require school report cards to include information about school safety. The Offense Categories that are listed are the same as the offense categories defined in the Safe Schools Information Resource (SSIR) available on the VDOE Web site.

School - School Safety			
Offense Category	2013-2014	2014-2015	2015-2016
Weapons Offenses	<	<	<
Offenses Against Student	<	<	13
Offenses Against Staff	<	<	<
Other Offenses Against Persons	10	15	24
Alcohol, Tobacco, and Other Drug Offenses	<	<	<
Property Offenses	<	<	<
Disorderly or Disruptive Behavior Offenses	<	<	13
Technology Offenses	<	<	<
All Other Offenses	<	<	<
Key: < = A group below state definition for personally identifiable results - = No data for group * = Data not yet available			